DOCUMENT RESUME

ED 180 653 PS 011 138

TITLE	Child Development Associate Training Program. Unit II: Personal and Social Development of Young Children. Module 4: Planning Curriculum for the Social Development of Young Children.
INSTITUTION	Philadelphia Community Coll., Pa.: Philadelphia School District, Pa.: Research for Better Schools, Inc., Philadelphia, Pa.
SPONS AGENCY	Office of Child Development (DHEW), Washington, D.C.
PUB DATE	76
GRANT	H3105-B/H/O
NOTE	93p.: For other units/modules, see PS 011 130-153 : Colored pages may not reproduce clearly
AVAILABLE FROM	Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 (Unit II, PS 011 135-139, $54.25: complete set, PS 011 130-153, $161.50)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Child Care Workers: Cooperation: Early Childhood Education: *Performance Based Teacher Education: *Play: Postsecondary Education: *Preschool Teachers: Social Behavior: *Social Development: Social Isolation: Socialization: *Training
IDENTIFIERS	*CDA: Child Development Associate

ABSTRACT

This Child Development Associate (CDA) training module is designed to enable the CDA intern to recognize social development in children's solitary, associative and cooperative play. The trainee will also learn about techniques and environmental conditions that can be used to foster socialization. Instructional and behavioral objectives are given. The teacher's materials include pre-test directions, an answer key and directions for resource person and the field supervisor. The student's materials consist of pre- and post-tests, an activity record and nine lessons. (Author/RH)

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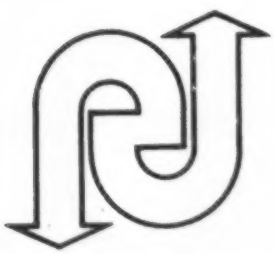
CHILD DEVELOPMENT ASSOCIATE TRAINING PROGRAM

UNIT II

PERSONAL AND SOCIAL DEVELOPMENT OF YOUNG CHILDREN

Module 4

PLANNING CURRICULUM FOR THE SOCIAL DEVELOPMENT OF YOUNG CHILDREN



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THE CHILD DEVELOPMENT ASSOCIATE TRAINING PROJECT

Unit II

PERSONAL AND SOCIAL DEVELOPMENT OF YOUNG CHILDREN

Module 4

PLANNING CURRICULUM FOR THE SOCIAL DEVELOPMENT OF YOUNG CHILDREN

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A Joint Project Of: Community College of Philadelphia
Research For Better Schools, Inc.
School District of Philadelphia

Unit II

Module 4

Trainee Directions

Unit 2

PERSONAL AND SOCIAL DEVELOPMENT OF YOUNG CHILDREN

Overview
of
Module 4

PLANNING CURRICULUM FOR THE SOCIAL DEVELOPMENT OF YOUNG CHILDREN

Purpose of Module 4

This module is about socialization. In this module, a trainee will learn how to recognize a child's level of play. He will learn what activities go along with each level of play inorder to help the preschool child grow. The trainee also learns about techniques and environmental conditions that can be used to foster socialization.

Unit II

Module 4

Trainee Directions

Competencies

The trainee will know the various levels of socialization.

The trainee will be able to plan various experiences in the preschool center which will meet the children's growing and changing socialization needs.

Unit II

Module 4

INSTRUCTIONAL OBJECTIVES

Entry Level

The trainee will be able to identify the types of play that children enter into.

The trainee will be able to identify children who play at different levels.

Intermediate Level

The trainee will be able to select and prescribe activities which foster socialization at the appropriate level of play.

The trainee will be able to plan for getting children together who will be able to play well together and be at apprpriate level of play.

Mastery Level

The trainee will be able to plan and implement activities which foster socialization at the appropriate level of play.

The trainee will be able to implent ways of having children be together who can play effectively.

Unit II

Module 4

BEHAVIORAL OBJECTIVES

Entry Level

Given a set of pictures showing preschool children playing at different levels, the trainee can identify with 80% accuracy the different levels of play shown in the picture

Intermediate Level

Given a preschool classroom, the trainee can identify with 85% accuracy, the materials and equipment which are appropriate for each level of play and why these things are appropriate for each level.

Mastery Level

Given a preschool child, the trainee can observe the child and correctly identify the child's level of play. The trainee can develop and implement a plan which encourages the child to move to the next higher level of play.

Unit II

Module 4

Trainee Directions

PRETEST

If ...you think you may already know how to do the things in this module:

1. See the resource person and describe why you think you may already know to do these things.

2. Review the pretest with the resource person and decide with the resource person if you will try it.

If ... you do not wish to take the pretest, or do not know how to do these things:

1. Fill out the cover sheet for this module.

2. Read the Glossary.

3. Begin work on Activity 1.

Unit II

Module 4

Trainee Directions

Module 4

PLANNING CURRICULUM FOR THE

SOCIAL DEVELOPMENT OF YOUNG CHILDREN

Trainee: _____

Instructor: _____

Field Supervisor: _____

	How Many		
Class Sessions			
Field Visits			

Unit II

Module 4

Resource Person Directions

PRETEST

ANSWER KEY

PART 1

1. C

2. A

3. C

4. A

MASTERY - 75% or 3 Correct

PART II

1. Review the three observation forms that the trainee has completed. If the trainee has correctly identified the type of play with 80% accuracy, he/she has mastered mastered this part of the pretest.

2. Review the plan for working with the child. It must include two activities which will help the child move to the next level.

Unit II

Module 4

Resource Person Directions

PRETEST

ANSWER KEY

3. Review the log of things trainee did to help child move to the next play level. The log should be kept for five consecutive days. The log must indicate the the trainee has begun to implement the plan she developed for working with the child.

NOTE: Trainee must have all of steps 2 and 3 for mastery of Part II.

PRETEST

Trainee has mastered out of module if the following criteria have been met:

Part I - 75%

Part II -

1. - 80%

2. - Adequate plan which includes two activities.

3. - Log has been kept for five days and log shows trainee has started to implement plan she developed.

UNIT II: Personal and Social Development of Young Children

Module 4: Planning Curriculum For The Social Development Of Young Children

NAME: _____

Date: _____

PLACEMENT TEST

Time Started _____

Time Finished _____

Mastery _____

No Mastery _____

Resource Person: _____

Unit II

Module 4

PRETEST

PART 1 - Fill In The Blanks

Directions:

1. Read each sentence below carefully.
2. Fill in the blanks with the correct word or words.

- -

1. _____ is when a child sits near other children but plays by himself.

   (a) Identity (b) Personal development
   (c) Associative play

2. How people get along with each other is called _____ _____.

   (a) socialization (b) friendliness

   (c) team work

3. When two or more children play together, it is called _____.

   (a) self-worth (b) identity

   (c) cooperative play.

Unit II

Module 4

Pretest

4. A child who sits alone and plays alone is doing_____ _____.

(a) solitary play (b) identify

(c) associative play

- -

PART II - You will have ten days to complete this part of the pretest.

1. You are to pick a child at your center who is doing either solitary or associative play.

2. You are to observe the child three separate times during free play. Observe the child fifteen minutes each time. Use the observation forms on the following pages to write down what you see. Find out what kind of play the child does.

3. After you find out what kind of play the child does, you are to do the following:

A. Develop a plan for what you will do with the child in order to help the child move up to the next level of play. Use the sheet labled MY PLAN to record your plan.

Unit II

Module 4

Pretest

B. Next, keep a log for five days on this child. Your log is to contain the following information for each day:

1. What you did with the child.

2. What the child did.

3. The problems you had working with the child.

4. The progress you have seen the child make.

Use the log sheets included in this pretest to keep your notes.

Unit II

Module 4

Pretest

LOG

DAY 1

What I did with the child.

What the child did.

Problems I have working with the child.

Progress the child is making.

Unit II

Module 4

Pretest

LOG

DAY 2

What I did with the child.

What the child did.

Problems I have working with the child.

Progress the child is making.

Unit II

Module 4

Pretest

LOG

DAY 3

What I did with the child.

What the child did.

Problems I have working with the child.

Progress the child is making.

Unit II

Module 4

Pretest

LCG

DAY 4

What I did with the child.

What the child did.

Problems I have working with the child.

Progress the child is making.

Unit II

Module 4

Pretest

LOG

DAY 5

What I did with the child.

What the child did.

Problems I have working with the child.

Progress the child is making.

Unit II

Module 4

Pretest

MY PLAN

NAME OF CHILD: _____

Kind of play child does: _____

- -

My plan for helping the child move to the next level of play:

Unit II

Module 4

Resource Person Directions

Activity 2: Recognizing Children's Play

Equipment and Materials:

Trainee: Activity Folder U2-M4-A2

Resource Person: Activity Folder U2-M4-A2
Answer Key

Directions:

Trainee:

1. Read the directions.
2. When you have completed the activity, go over it with your Resource Person.

Resource Person

1. Be available to answer questions.

(Over)

Mode of Instruction

(Individual)
Small Group
Resource Person (is) is not needed

Unit II

Module 4

Resource Person Directions

2. When trainees have filled in their answer sheets, review the answers with them.

3. If trainees did not get the answers correct, go over the incorrect pictures with the trainees.

Field Supervisor Directions

5. Check to be sure that:

   A. One seating chart has all children at parallel play level together, associative play level together and cooperative play level together - (You can check this from the trainee's list.).

   B. One seating chart has a mixture of play levels at each table (The trainee should be able to tell you why she has certain levels together).

6. If the trainee has problems refer her to Activity 4 and 5 in this module and have her repeat the Activities.

Unit II

Module 4

A. The trainee has identified the appropriate play level of the child. (This is determined from the observation sheet).

B. The trainee presents a plan for working with the child which will help move him to the next level of play. The plan should include one or two activities for that purpose.

C. The trainee presents a log of the things he/she did to help child move to next play level. The log should be kept for a week. The log should indicate whether or not the trainee has implemented the plan submitted for working with the child.

Unit II

Module 4

TRAINEE ACTIVITY RECORD

Name: _____

Date Started: _____ Date Completed: _____

ACTIVITY	EQUIPMENT AND MATERIALS	COM-PLETED	TIME	COMMENTS, PROBLEMS OR SPECIAL PLANS
1. Module Overview	Activity Folder U2-M4-A1			
2. Recognizing Children's Play	Activity Folder U2-M4-A2			
3. Field Activity (E)	Activity Folder U2-M4-A3			
4. Helping A Child Move Up From Solitary Play	Activity Folder U2-M4-A4			
5. Moving From Associative Play To Cooperative Play	Activity Folder U2-M4-A5			
6. Field Activity (I)	Activity Folder U2-M4-A6			
7. Socializing At Snacktime	Activity Folder U2-M4-A7			
8. Field Activity	Activity Folder U2-M4-A8			
9. Field Activity (M)	Activity Folder U2-M40A9			

Unit II

Module 4

GLOSSARY

1. Associative Play - When a child sits near other children but plays by himself.

2. Cooperative Play - When two or more children play together.

3. Socialization - How people get along with each other.

4. Solitary Play - When a child plays by himself.

Unit II

Module 4

Trainee Directions

Activity 1: Module Overview

Equipment and Materials:

Activity Folder U2-M4-A1

Directions:

Read Module Overview individually.

Mode of Instruction

(Individual)
Small Group
Resource Person is (is not) needed

Unit II

Module 4

ACTIVITY 1

This module is about socialization. Socialization is how people get along with each other. If people get along well, you can say that they are socializing well. If people do not get along well, you can say that they are socializing poorly.

Children must learn how to get along with other children. A child will not know how to get along with other people if no one teaches him how. One of the most important things you can do for a preschool child is to help him learn how to get along well with other people.

Learning to get along with other people is like learning how to tie your shoes. A very young child cannot learn how to tie his shoes no matter how hard you try to teach him. He simply cannot make his fingers move correctly. He is too young. He doesn't have complete control of his hands. A very young child cannot learn how to get along with other people no matter how hard you try to teach him. He is too young. He is not ready to share things and learn rules about how to get along with other people.

As a teacher you will have to be able to tell if a child is ready to learn how to get along with other people. You will have to know what to look for. You will have to know how to help a child along. You will have to know how to teach a child to get along with other people. This module will teach you how to help a child get along with other people.

Activity 1 (cont.)

To find out how children get along with each other in preschool we look at the way they play together. You can tell whether a child is ready to learn how to get along with other people by watching him play. There are three steps a child goes through in learning how to get along with others. At first, he ignores other people. He doesn't share things, and he doesn't usually talk to other children his own age. The next step is being able to be around other children, talking to other children, but not really sharing toys or other things. The third step is being around others, sharing toys, talking, and playing games together.

There are three types of play that we will look at:

1. Solitary play: When a child plays by himself. He sits alone and plays

2. Associative play: When a child sits near other children but plays by himself. For instance, if two children sit down at the same table but each child works on his own puzzle. They sit near each other. They may talk to each other. But they are not really playing together.

3. Cooperative play: When a child really plays with other children. For example, if two or three children decide to play house. This is a game that one child cannot play alone. Playing this game depends on being able to play

Activity 1 (cont.)

> with other children. Playing this game means a child has to talk and share things with other children. This is cooperative play. The children cooperate with each other to play a game.

Usually a child won't play in just one way. Sometimes he will play with other children, sometimes he will play alone. The way to tell what level a child is on is by finding out which type of play he does most.

This is a rule to remember: Cooperative play is more advanced than associative play, and associative play is more advanced then solitary play. You are trying to help children learn cooperative play. Learning cooperative play is very important for a preschool child. This is where he learns how to cooperate with other people for the rest of his life.

Unit II

Module 4

Trainee Directions

Activity 2: Recognizing Children's Play

Equipment and Materials:

Activity Folder U2-M4-A2

Directions:

1. Read the directions.

2. When you have completed the activity, go over it with your resource person.

Mode of Instruction

Individual

Small Group

Resource Person is / is not needed

ACTIVITY 2

For this activity, you will look at some pictures of children playing. You should be able to tell from the picture whether the child is doing solitary play, associative play, or cooperative play.

Remember that:

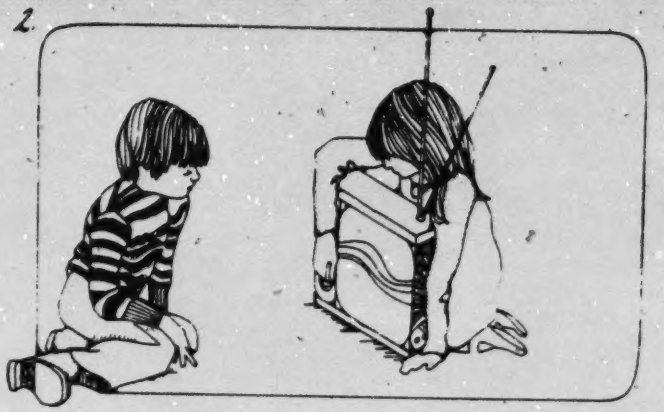
SOLITARY PLAY is when the child sits by himself and plays by himself. He does not share his toys with other children. He does not talk to other children while he plays.

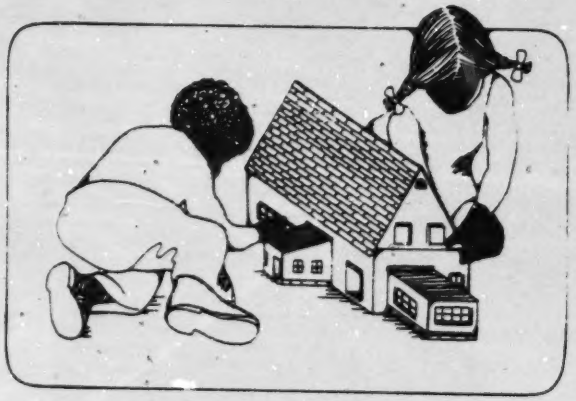
ASSOCIATIVE PLAY is when two or more children sit close to each other but each child plays with his own toy. They talk to each other, but they do not share their toys.

COOPERATIVE PLAY is when two or more children play together. They share their toys. They talk to each other. They play games that they cannot play by themselves. Or, they may cooperate and work on a puzzle together. But whatever they play with, they play together in all ways.

Look at the pictures on the next page. Place a check mark on the answer sheet next to the type of play the picture shows.

CHECK WITH YOUR RESOURCE PERSON WHEN YOU HAVE FINISHED.





Activity 2 (cont.)

ANSWER SHEET

1. Picture #1 shows:

____Solitary Play

____Associative Play

____Cooperative Play

2. Picture #2 shows:

____Solitary Play

____Associative Play

____Cooperative Play

3. Picture #3 shows:

____Solitary Play

____Associative Play

____Cooperative Play

4. Picture #4 shows:

____Solitary Play

____Associative Play

____Cooperative Play

5. Picture #5 shows:

____Solitary Play

____Associative Play

____Cooperative Play

6. Picture #6 shows:

____Solitary Play

____Associative Play

____Cooperative Play

7. Picture #7 shows:

____Solitary Play

____Associative Play

____Cooperative Play

8. Picture #8 shows:

____Solitary Play

____Associative Play

____Cooperative Play

Unit II

Module 4

Trainee Directions

Activity 3: Field Activity

The purpose of this activity is to have you observe and identify the play of a child in your center.

Directions

Read the activity carefully and follow the directions.

Unit II

Module 4

FIELD ASSIGNMENT

ACTIVITY 3

For this activity, you will observe a child in your center in order to find out how he plays. You will have to arrange to observe this child three separate times during free-play. You will observe the child fifteen minutes each time. While you are observing the child, you will write down what he plays with and who he plays with on Observation Form U2M4A3.

Your field supervisor should be with you the last time you observe the child. You will have to arrange a time when both you and your field supervisor can be at your center to observe the child.

You should use a new observation form each time you observe. Observation Form U2M4A3 has three columns. In the first column you should write down what the child is playing with. In the second column you should write down who the child is playing with. In the third column, you should write down what type of play you think he's doing. You should write the letter "S" for solitary play, the letter "A" for associative play, and the letter "C" for cooperative play. You do not need to write out the whole word. The first letter of the word will do.

When you have finished observing the child, count up the number of S's, A's, and C's you have written down. Whatever letter you have most of stands for the type of play the child is most

Activity 3 (cont.)

comfortable with. If you have more A's than S's or C's, then you can tell that the child is most comfortable with associative play. If you have more S's than anything else, the child is most comfortable with solitary play. If you have more C's, the child is most comfortable with cooperative play. When you have decided which type of play the child does most, fill in the blank at the bottom of the observation form.

When you have finished this assignment, put the observation forms in your notebook and keep them. You will need them later.

Activity 3 (cont.)

NAME OF CHILD _____

Date: _____

WHAT IS THE CHILD PLAYING WITH?	HOW MANY OTHER CHILDREN IS HE PLAYING WITH?	WHAT TYPE OF PLAY IS IT?

From what I have seen, this child is most comfortable with _____ play.

Activity 3 (cont.)

NAME OF CHILD _____

Date: _____

WHAT IS THE CHILD PLAYING WITH?	HOW MANY OTHER CHILDREN IS HE PLAYING WITH?	WHAT TYPE OF PLAY IS IT?

From what I have seen, this child is most comfortable with

_____ play.

Activity 3 (cont.)

NAME OF CHILD_____

Date:_____

WHAT IS THE CHILD PLAYING WITH?	HOW MANY OTHER CHILDREN IS HE PLAYING WITH?	WHAT TYPE OF PLAY IS IT?

From what I have seen, this child is most comfortable with

_____play.

Unit II

Module 4

Trainee Directions

Activity 4: Helping A Child Move Up From Solitary Play

Equipment and Materials:

Activity Folder U2-M4-A4

Directions:

1. Read the materials individually and answer the questions.

2. Check your answers with the Answer Key at the end of the activity.

3. You do not have to go over your answers with the Resource Person unless you have questions.

Mode of Instruction

(Individual)
Small Group

Resource Person is (is not) needed

Unit II

Module 4

ACTIVITY 4

HELPING A CHILD MOVE UP FROM SOLITARY PLAY

If you have a child in your classroom who always plays by himself, it is your job to help him start playing with other children. These are the steps you have to take:

1. When a child is playing by himself go over to him and ask him if he would mind if you played with him. If he says it's okay, get the same kinds of toys he has and play with them while you are sitting next to him. DO NOT TRY TO PLAY WITH HIS TOYS. If the child says he does not want to play with you, sit beside him while he plays. Talk to him. Help him get used to having other people around him.

QUESTIONS:

What kind of play has this child been doing mostly? (Put a check mark by the correct answer)

A. ____Solitary
B. ____Associative
C. ____Cooperative

What kind of play comes after solitary play?

A. ____Associative
B. ____Cooperative

When you go over to him and sit down with him, what kind of play are you trying to get him to do?

A. ____Solitary
B. ____Associative
C. ____Cooperative

The idea is to help the child learn how to get along with other people. But you should only try to move him ONE STEP AT A TIME. Since this child started off in solitary play, you should try to get him to do associative play. DO NOT TRY TO MOVE HIM DIRECTLY COOPERATIVE PLAY. This is too big a jump for him. He will probably get frustrated, and you will not have helped him learn how to get along with other people.

2. The next step is to say to the child, "I think Jimmy would like to play with this toy, too." Who is Jimmy? Jimmy is any other child in the class. Jimmy should be able to do associative play. Jimmy should be someone the child has shown a liking for.

AN EPISODE FROM A CLASSROOM:

(You pick the right answers)

Every day during free play, one of the children in your classroom goes over to the puzzle rack, takes out puzzles and plays with them by himself. He won't let any other children play with him.

This child is doing:

____A. Solitary Play
____B. Associative Play
____C. Cooperative Play

After a few days, you decide you should help this child move from solitary play to associative play. You go over to him. What do you say?

____A. "You're too old to be playing by yourself. Go play with some of the other children."

____B. "Don't you think it's about time you did some associative play?"

____C. "Would you mind if I sat down and played beside you?"

The child says he doesn't mind if you sit down and play beside him. So you:

____A. Sit down beside him and start doing the puzzle he's working on.

QUESTION:

When you call Jimmy over, you are trying to get the child to do:

A. ____Solitary play
B. ____Associative Play
C. ____Cooperative Play

Since you are trying to get the two children to do associative play, you should:

A. ____Let them both play with the same toy.
B. ____Make sure that each child has his own toy to play with.
C. ____It doesn't matter what toys they play with as long as they play together.

When you call Jimmy over, you should make sure that Jimmy get his own toys to play with. Remember that you are only to move the child ONE STEP AT A TIME.

You should not play with the two of them. You should stay nearby in case there is any trouble, but you should let them play by themselves. At this point, you have moved the child from solitary play to associative play.

3. The next day, you should give the child a chance to do associative play on his own. If you see that he goes back to solitary play, you should go through the steps again until he is doing associative play. You should do this every day until the child does associative play on his own.

____B. Tell the child to take his puzzle over to Jimmy.

____C. Pick up the child's puzzle and take it over to Jimmy.

Jimmy is:

___ A. Any other child in the classroom who happens to be free at the moment.

___ B. Someone who can do associative play and someone the child likes.

___C. Someone who can do cooperative play, although the child does not seem to like him very much.

When Jimmy comes over, you should make sure that:

___ A. The two children work together on the same puzzle.
___ B. Jimmy is properly introduced to the child.
____C. Jimmy get his own puzzle to play with.

While Jimmy and the child are playing side by side with their own toys, you should:

____A. Get yourself a puzzle and play with them.

____B. Look over their shoulders and tell each of them how to do their puzzles.

____B. Sit down beside him and start telling how to do the puzzle he's working on.

____C. Get yourself a puzzle to play with.

While you are each working on your own puzzles, you should:

____A. Talk to the child and try to start a conversation.

____B. Be silent and concentrate on your own puzzle.

____C. Make fun of the child for trying to fit a piece in where it obviously doesn't belong.

After playing this way for a while, you should say:

____A. "I'm tired of playing with this puzzle. Why don't you go away and find something else to do?

____B. "Isn't there anyone else in the room you'd rather play with?"

____C. "I really think Jimmy would like to play with the puzzles, too."

The child does not object to the idea of Jimmy playing with the puzzles. So you should:

____A. Call Jimmy over.

____C. Leave them alone but stay nearby in case there is trouble.

Jimmy and the child are doing:

____A. Solitary Play
____B. Associative Play
____C. Cooperative Play

The next day, you see that the child is again playing with the puzzles all by himself. You should:

____A. Go over to him and go through the steps so he is doing associative play again.

____B. Leave him alone because he is obviously not ready for associative play.

____C. Tell him to stop fooling around and go play with other children.

Unit II

Module 4

ANSWER KEY

PAGE 1

A

A

B

PAGE 2

B

B

PAGE 3

A

C

C

A

PAGE 4

C

A

B

C

C

B

PAGE 5

A

Unit II

Module 4

Trainee Directions

Activity 5 - Moving From Associative To Cooperative Play

Equipment and Materials

Activity Folder U2-M4-A5

Directions

Read Activity 5 and do exercise.

Mode of Instruction

(Individual)

Small Group

Resource Person (is) / (is not) needed

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Unit II

Module 4

ACTIVITY 5

MOVING FROM ASSOCIATIVE TO COOPERATIVE PLAY

When a child is used to playing near other children, he is showing you that he might be ready to play with others as well as near others.

It takes many things to be able to play cooperatively with others:

- It takes being able to think about others as well as yourself.
- It takes being able to take turns.
- It takes being able to share what you have with others.
- It takes being able to want to be with others.
- It takes being able to see the value in doing things with others instead of alone.

Activity 5 (cont.)

- It takes being able to feel a good sense of identity in order to reach out to others.

Our job as teachers is to help children to learn how to take turns, share, reach out to others and feel a strong sense of identity so they will feel good about themselves and others when they play with them.

Here are some things you can do to help a child learn to play cooperatively:

1. You take him one step at a time.

2. Have him play with only one other child at first.

3. Be close by to help if they get in trouble.

4. Help children see that there is an advantage in building or doing something with someone else.

5. Help children learn rules for sharing and taking turns.

Activity 5 (cont.)

6. Help children learn that everyone must take turns and share.

7. Help children learn ways of handling things when they get angry or upset.

8. Set up the room, activities, and lessons that will encourage working or playing cooperatively.

On the next pages, you can think about what kinds of lessons, activities and environmental conditions you can provide in your classroom which will foster cooperative play.

Activity 5 (cont.)

EXERCISE

List two lessons, two activities and two environmental conditions that you could use to help a child move from associate to cooperative play. Write your list below.

1. Lessons

   A.

   B.

2. Activities

   A.

   B.

3. Environmental Conditions

   A.

   B.

Unit II

Module 4

LIST OF MATERIALS AND EQUIPMENT

Activity 6 (cont.)

List of Things	ARE THE THINGS GOOD FOR		
	Solitary Play	Associative Play	Cooperative Play

Unit II

Module 4

Trainee Directions

Activity 7: Socializing at Snacktime

Equipment and Materials:

Activity Folder U2-M4-A7

Directions:

1. Read the materials individually.

2. Make the seating arrangements according to the information in the Activity .

3. Go over it with your Resource Person.

Mode of Instruction

(Individual)
Small Group

Resource Person (is) is not needed

ACTIVITY 7

SOCIALIZING AT SNACKTIME

What can you do at snacktime that will help a child learn how to get along with other people?

You can let other children in the class help you teach a child how to get along with other children. This is what you should do at snacktime:

1. Start out by putting all the children who do solitary play all together at one table. Put the children who do associative play together at another table. Put the children who do cooperative play at another table. Put children who do the same kind of play together at the same table.

2. You should sit with the children who do solitary play. You should talk to them. You should try to get them to talk to you and to talk to each other.

3. Some other adult should sit with the children who do associative play. Her job is to get the children to pass things to each other, to help each other, to start having them cooperate with each other.

4. When you see that the children who do solitary play are starting to talk to each other, and the children who do associative play are starting to share with each other, you should rearrange where the children sit during snacktime.

Activity 7 (cont.)

This is how you should set up your tables:

- at some tables you should mix children who do solitary play with children who do associative play.
- at some tables you should mix children who do cooperative play with children who do associative play.

DO NOT MIX CHILDREN WHO DO COOPERATIVE PLAY WITH CHILDREN WHO DO SOLITARY PLAY. This will be confusing to the children who do solitary play.

MAKING A SEATING ARRANGEMENT:

Here is a list of children in a class. The list tells you what kind of play each child does. You are the teacher. Your task is to make a seating chart for snacktime.

Activity 7 (cont.)

At the beginning of the year, you observed the children in your class and you wrote this list.

James A.	Associative
Alicia B.	Cooperative
Stuart B.	Cooperative
Gardner C.	Solitary
Mary D.	Solitary
Jonathan F.	Associative
Patricia G.	Cooperative
Dalia H.	Solitary
Maryanne J.	Associative
Mark J.	Cooperative
Federick K.	Solitary
Andrea L.	Associative
Franklin M.	Associative
Amy N.	Cooperative
Percy P.	Solitary
Noreen S.	Solitary
William T.	Cooperative
Barbara W.	Associative

In your classroom, you have three tables. Each table will seat six children and one adult. Your assistant teacher is Mrs. Franklin. Write down who you would put at each table on the next page.

Activity 7 (cont.)

TABLE 1

TABLE 2

TABLE 3

Activity 7 (cont.)

Two months later, you notice that there have been some changes. You observe the children in class again and you make this list:

James A.	Cooperative
Alicia B.	Cooperative
Stuart B.	Cooperative
Gardner C.	Solitary
Mary D.	Associative
Jonathan F.	Associative
Patricia G.	Cooperative
Dalia H.	Solitary
Maryanne J.	Associative
Mark J.	Cooperative
Frederick K.	Associative
Andrea L.	Associative
Franklin M.	Associative
Amy N.	Cooperative
Percy P.	Solitary
Noreen S.	Associative
William T.	Cooperative
Barbara W.	Associative

Notice that there have been some changes. How would you seat the the children now?

Write down who you would put at each table on the next page.

Activity 7 (cont.)

TABLE 1	TABLE 2	TABLE 3

Activity 7 (cont.)

SUMMARY

It is very important for you to know what level every child in your class is on. You need to know so you can help them move up to the next level. You need to know so you don't ask them to do things they aren't ready to do.

Even little things like where you let children sit during snacktime can be important. Just remember that everything that happens in your classroom should happen because you want it to happen. There must be a good reason for everything. There will be some things you cannot control. But you should try to control things as much as you can. That is the only way to make sure you've done your job for the children.

Unit II

Module 4

Trainee Directions

Activity 8: Field Assignment

Purpose of the Activity:

1. To have you observe and identify the different levels of play of all the children in your center.

2. To have you make seating charts for snack time based on levels of play.

Directions:

Read the activity carefully and follow the directions.

Unit II

Module 4

FIELD ASSIGNMENT

ACTIVITY 8

Make a list of all the children in your classroom at your center. Next to each child's name, you will have to write down what kind of play he does. In order to do this, you will have to observe each child for about ten minutes.

Arrange to observe each child in your class for ten minutes during free play. Do not try to observe two children at once. Observe one child at a time. Observe each child for ten minutes.

When you have finished making your list, draw a floor plan that shows the tables you use for lunch time and snack time. Tell how many children can sit around each table. Make two seating charts for your class. Make one chart that separates the children by what kind of play they do. Make another chart that mixes them together.

When you have finished give your list and your seating charts to your Field Supervisor.

Unit II

Module 4

Trainee Directions

Activity 9: Mastery Field Assignment

Purpose of the Activity:

The purpose of this activity is to determine if you can observe and identify a child at a solitary or associative level of play and work with him to move him to the next level of play.

Directions:

Read the activity carefully and follow the directions.

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Module 4

MASTERY FIELD ASSIGNMENT

ACTIVITY 9

Pick a child at your center. Observe the child three separate times during free play. Observe the child fifteen minutes each time. Use the observation form on the next page to write down what you see. Find out what kind of play the child does.

If the child does cooperative play, pick another child. Try to pick a child who does either solitary or associative play.

After you find out what kind of play the child does, develop a plan for what you will do with the child in order to help him move up to the next level of play. Start keeping a log. Every day you should write down what happened that day when you worked with the child. Write down what you did. Write down what the child did. Write down the problems you have working with the child. Write down the progress you have seen the child make. Keep your log for a week.

Activity 9 (cont.)

NAME OF CHILD _____

Date: _____

WHAT IS THE CHILD PLAYING WITH?	HOW MANY OTHER CHILDREN IS HE PLAYING WITH?	WHAT TYPE OF PLAY IS IT?

Unit II

Module 4

MY PLAN

Activity 9 (cont.)

NAME OF CHILD: _____

Kind of play child does: _____

- -

My plan for helping the child move to the next level of play.

Unit II

Module 4

LOG

Activity 9 (cont.)

DAY 1

What I did with the child:

What the child did:

Problems I have working with the child:

Progress the child is making:

LOG

Activity 9 (cont.)

DAY 2

What I did with the child:

What the child did:

Problems I have working with the child:

Progress the child is making:

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Module 4

LOG

Activity 9 (cont.)

DAY 3

What I did with the child:

What the child did:

Problems I have working with the child:

Progress the child is making:

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Module 4

LOG

Activity 9 (cont.)

DAY 4

What I did with the child:

What the child did:

Problems I have working with the child:

Progress the child is making:

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Module 4

LOG

Activity 9 (cont.)

DAY 5

What I did with the child:

What the child did:

Problems I have working with the child:

Progress the child is making:

PROBLEM SOLVING

Unit II

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PROBLEM SOLVING

Session 1

Helping children to learn to play together is one of the most difficult parts of a teacher's job. It is hard because often teachers are not right there when fights begin or trouble starts. The teacher knows that she must stop the trouble but doesn't always know how to stop it. Let's look at a situation that could happen during the school day and see if we can find some ways to handle it.

1. Alfonso and Tony were building with blocks. Nathan was pushing a big truck and pushed it into the building and knocked it down. Tony started shouting and pushed Nathan. Very soon the three boys were having a fight.

   A. – What should the teacher know about the children and their levels of play before she does anything?

   – Is Nathan at the solitary, parallel, associative or cooperative level of play?

PROBLEM SOLVING

Unit II

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Module 4

PROBLEM SOLVING

Session 1

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1. Alfonso and Tony were building with blocks. Nathan was pushing a big truck and pushed it into the building and knocked it down. Tony started shouting and pushed Nathan. Very soon the three boys were having a fight.

   A. – What should the teacher know about the children and their levels of play before she does anything?

   – Is Nathan at the solitary, parallel, associative or cooperative level of play?

- Is Alfonso at the solitary, parallel, associative or cooperative level of play?

- Is Tony at the solitary, parallel, associative or cooperative level of play?

- Why is it important to know what level of play children are at before you relate to them?

(Allow trainees to answer but know that if necessary they must be told the following:

- Children must be reacting to a situation because they do not know how to relate to one another in any other way. They often don't have the words to tell other children how they feel. They need to be shown other ways of handling a situation. A teacher's job is to show children how to handle situations and what words to use.

- What does it mean if Nathan is at the solitary level of play?

(Allow trainees to guess or answer.)

- If Nathan is at the solitary level of play, he probably was not even thinking about the other children and what they were doing. He may even have bumped into the building by mistake.

- What does it mean if Nathan is at the parallel or associative level of play?

(Allow trainees to guess or answer.)

- If Nathan is at the parallel or associative level, his need was to be near the other children. As a result, it was probably bad judgement that caused him to get too close to the others and knock down the blocks.

- What does it mean if Nathan is at the cooperative level of play?

  (Allow trainees to guess or answer.)

  - If Nathan is at the cooperative level of play, he is ready and anxious to play with others but may not know how to get into the play. His bumping into the building was his way of saying he wanted to play.

- What level of play were Alfonso and Tony at?

  (Allow trainees to answer.)

  - The correct answer is cooperative level

- What does it mean, if they are at the cooperative level of play and they got into a fight?

  (Allow trainees to answer.)

- Although they want to be with one another, they do not yet know how to handle things appropriately They may not have the words to tell how they feel or they may not know how to handle their feelings in the right way.

B.- What is your job as the teacher to help the children handle the situation?

If Nathan is at the solitary level of play what should you do?

(Allow trainees to answer.)

- You might help Nathan find a place to play with his truck that will allow him to play by himself and not get in anyone's way.

- If Nathan is at the parallel or associative level of play, what should you do?

(Allow trainees to answer.)

- You might help Nathan than build a road with some blocks near the other boys but he will have to keep the truck on the road. You could even talk about how real trucks have to stay on highways and cannot crash into buildings.

- If Nathan is at the cooperative level of play, what should you do?

(Allow trainees to answer.)

- You could tell Nathan that you know he would like to play with Alfonso and Tony. You could suggest that he help them rebuild their building. You could also suggest that he could ask if maybe they would like a garage attached to the building and he could park his truck there. (If the children say no, you could suggest that maybe someone else could build a garage with him after he helps rebuild the building or that you would be glad to help him.)

- If Alfonso and Tony are on the cooperative level of play, what should you do?

(Allow trainees to answer.)

- You can tell them you don't blamethem for being upset but, depending on the level that Nathan is at, your answer will be one of the following:

1. If Nathan is at the solitary level, Nathan didn't see where he was going and you will help Nathan find another place to play so he cannot bump into them. You can also offer to help them rebuild their building.

or

2. If Nathan is at the associative level, Nathan needs to learn that trucks must stay on the

road and not crash into buildings. You will help him build his road so he will know where to drive his truck. You can also offer to help him rebuild their building.

or

If Nathan is at the cooperative level, Nathan wanted to play with you but didn't know how to do it. Nathan will help you rebuild the building and then maybe you can add a garage to your building where Nathan can park his truck.

Now that you know about levels of play and socialization:

A. What does it mean when children get into fights?

B. Is your job to tell them to stop fighting or to help them handle play better?

C. How important is it for a teacher to take over the relating between the children?

D. What does the teacher's taking over the relating between the children do for the children?

Unit II

Module 4

PROBLEM SOLVING

SESSION 2

You have been learning that helping children to socialize has a lot to do with what you know about their level of play. There are other ways of helping children learn how to get along together. One of those ways is to develop with the children a set of rules for playing in different kinds of situations. Can you think of some rules that can be set up for the following situations? (Remember: These rules are for socializing).

FREE PLAY TIME

(Possible answers for resource person)

Only so many people at art table.
Only so many people at blocks.
Only so many people at work table.
Two people have to share paste or scissors, etc.

SNACK OR MEAL TIME

(Possible answers for resource person)

Only so many people at a table.
Children have to pass things to other children.

CIRCLE TIME

(Possible answers for resource person)

Big enough circle so that everyone can be part of the cirlce.
Enough space between each other so that nobody crowds the other.

REST TIME

(Possible answers for resourse person)

Cots not too close.
Select children to be next to each other who will be able to sleep and not disrupt each other.

Unit II

Module 4

Problem Solving

OUTDOOR PLAY TIME	TRIPS
(Possible answers for resource person)	(Possible answers for resource person)
Only so many people at swings.	People are partners who get along with each other.
Only so many people at slide.	
Only so many people may use bikes.	Partners have to take care of one another.

How can you teach children about rules? Why we have them? Why they are important? What they are?

There are two major ways of teaching children rules: (1) through discussions and (2) through play.

Discussion

What can you talk about in a discussion that will help a child learn about rules? (Points to be made by resource person if trainees don't make them.)

1. Use children's experience in getting along to point out necessity for rules.

   Example: Some of you had trouble at the art table today didn't you? (Let children answer.)

   Why do you think you had trouble? (Let children answer.)

How do you think we could keep from having trouble? (Let the children answer.)

Maybe we need some rules about how many people can work at the art table at one time.

2. Sharing and taking turns is very hard for little children. The children need to know that you know this and want to help them. One way to help them is to set up rules for sharing and taking turns.

3. Let children make up rules whenever possible. This helps them understand the value of rules and see if they work out.

PLAY

What can you do or say during play that will help children learn about rules? (Points to be made by resource person if trainees don't make them.)

1. If children are having difficulty getting along because there are too many people in a given area, it is good to go immediately to them, ask what's wrong, try to get them to identify what is wrong, suggest a rule to handle it right then and there.

2. Using play as a means of setting rules is very helpful. Example: Teacher can become a policeman on the playground and give a ticket to the child who keeps running his bike into others.

3. Encourage children to make up rules during their play. Instead of teacher making up the rules, have children do it.